Idaho Leads is building the leadership capacity necessary to transform Idaho’s public school system to ensure the success of every student in our rapidly changing world. New technologies, policies, and standards are transforming how and when learning happens, as well as what students are expected to know and do. This is an exciting time to be a learner; however, the transformation requires outstanding leaders at every level of the system.

Idaho Leads expects success. By providing highly valued tools and resources, along with opportunities to learn from each other in regional networks, Idaho Leads serves as a catalyst for leaders in Idaho’s public schools to transform the way they utilize technology, capitalize on new policies and standards, and replicate effective practices in their local context.

**EXPECT SUCCESS**

Idaho Leads supports local leaders in taking four crucial actions:

1. **Building Relationships**
2. **Using Effective Practices**
3. **Managing Change**
4. **Committing to Continuous Systemic Improvement**

When this happens, school leaders are better able to confront challenges and leverage opportunities to create a clear map for providing every Idaho student with a world-class 21st century education.
In its second phase, Idaho Leads increased the number of its participating districts and charters from 49 to 66, encompassing 397 schools. This represents nearly half the districts and charters in the state. By serving these districts and charter schools, Idaho Leads reached 8,000 teachers educating 175,000 students across Idaho.

Expanding Our Reach

In Phase II, Idaho Leads focused on the implementation of the Idaho Core Standards and preparation for the Smarter Balanced Assessment, along with the use of technology to enhance student learning. Four regional learning communities comprised of teacher-leaders, principals, superintendents, and each district’s “Key Implementer” met four times. Key Implementers were provided with a toolkit of resources to be used in their local districts.
Transforming classrooms requires increased innovation throughout the state. By forming regional learning communities, Idaho Leads has served as a catalyst for improving relationships and increasing innovation in districts and charters. Survey data indicates interactions between peers within geographical regions have increased at a statistically significant level, and Idaho Leads participants report these relationships are sparking innovation throughout the state.
Positive beliefs about the use of educational technology to enhance learning represent a fundamental change in many Idaho Leads districts and charter schools.

Effective use of technology is critical to classroom transformation for 21st Century Learning. Idaho Leads sparked conversations that resulted in changed beliefs among educators about the role of technology for enhancing teaching and learning. Survey data indicates many Idaho Leads teachers believe the use of technology is encouraged in their schools, enhances learning, and increases student engagement. This represents a fundamental change in beliefs related to technology use in many districts.

**Nampa School District**

“...the district is actually capable of supporting technology implementation for student learning. Prior to this year, district technology support focused only on supporting recordkeeping rather than student learning. There was no vision. Now, the district has allocated significant resources for student devices. We have split our technology leadership so there is a team working solely with installation and maintenance, and another team working with education leadership. We have also hired two technology coaches who work with teachers to support 21st Century Student Learning. This change in vision came from Idaho Leads demonstrating just how easy it is to use technology to support learning once you begin to take the steps to allow the device to be used meaningfully. We needed to get a plan and a vision— it was the support we received from Idaho Leads that paved our present path.

Earnie Lewis, Federal Programs Administrator, Curriculum and Instruction Administrator

**My School Encourages Technology Use for Teaching and Learning.**

- 97% of teachers believe this
- 76% of students believe this

**Technology Use in Class Can Enhance Student Learning.**

- 94% of teachers believe this
- 69% of students believe this

**I Think That Learning is More Engaging When Using Technology.**

- 74% of teachers believe this
- 58% of students believe this

**McCall-Donnelly Joint School District**

“Beliefs and practices regarding educational technology have changed dramatically in McCall-Donnelly School District in the past three years. Idaho Leads has been an important influence in stimulating new ideas and attitudes about technology in education by providing successful models for many of the difficulties that schools experience. Several members of the MDSI (Idaho Leads Team) were reluctant about technology until they had a chance to talk about it at the regional meetings and actually see it being used. They came to understand that the use of technology in schools is not necessarily about the teacher using it for presentations and delivering information. It is more about how students use the technology as a tool for research, organization, and collaboration on projects. A defining moment came when a critical mass of teachers at the high school realized that the students had a higher comfort level with trying new technology than they did. They helped the students write, and eventually receive, a 1:1 grant from the state. Students then formed the iClub to assist teachers in rolling out new apps, teach teachers to use them in the classroom, and assist teachers whenever they ran into problems. These students truly ‘flipped’ the classroom.

Glen Szymoniak, Superintendent

- 94% of teachers believe this
- 69% of students believe this

- 74% of teachers believe this
- 58% of students believe this
Implementing Idaho’s higher standards is fundamental to transforming classrooms for 21st Century Learning. Idaho Leads has increased participants’ capacity to implement the Idaho Core Standards and prepare for the Smarter Balanced Assessment. Participants in the Idaho Leads learning community reported increased understanding of the Idaho Core and SBAC as a result of the resources and training provided at the regional meetings. As a result of their participation in Idaho Leads, many Idaho Leads educators feel more confident in their ability to implement the new standards and prepare students for success on the new assessment.

GARDEN VALLEY SCHOOL DISTRICT

"We have been associated with Idaho Leads since the beginning and have benefited in many ways to improve the academic core in Garden Valley. Our connection with Leads has helped Garden Valley bring down the geographic walls and connected us to other districts across the state to collaborate and share ideas to improve teaching and learning. Each training we participated in helped build our capacity and ability to implement the Idaho Core and connect the Smarter Balanced test to the classroom, and has enabled our teachers to create more effective lessons aligned with the Idaho Core."

Randy Schrader :: Superintendent

LAKE PEND OREILLE SCHOOL DISTRICT

"Through Idaho Leads, Lake Pend Oreille School District is much better prepared to face the new challenges associated with raising standards in our schools. We have a teacher leader and principal from each of our 11 schools and district office personnel that have received training from Idaho Leads this school year. After each of the trainings, the principal and teacher went back to their respective schools to provide targeted guidance and support to their teachers. The tools and techniques have been brought back to our schools and have had a direct impact on what is happening in our classrooms. We hope to continue to grow through the support of Idaho Leads in our schools next school year. The systems approach has been very helpful as opposed to the traditional training method, which may only impact a few teachers and a few schools."

Shawn Woodward :: Superintendent
Idaho Leads participants are using the resources and support provided by Idaho Leads to improve their local schools

Survey and qualitative data indicates Idaho Leads districts and charter schools are committed to transforming classrooms through the use of tools, resources, and support provided by Idaho Leads.

Mooscow School District

“I have never had such fabulous professional development on the Idaho Core and Smarter Balanced Assessment, and I have been to many! Our district administrative team divided the Idaho Leads resources up and replicated the training sessions with our entire district. This has been such an amazing way to build capacity. Signing up for Idaho Leads was the best decision we have made as a district in the four years I have been at Moscow. Thank you and great job! You are truly making a difference for Idaho students.”

Kendra McMillan :: Principal

Butte County School District

“Our Idaho Leads team has been putting on professional development and using the resources with everyone in our district. We have had great success using the materials and teaching the content and methods to our entire staff. We make the meetings fun, and they have helped increase the relationships and the Idaho Core knowledge in our district. The Idaho Leads materials have been very helpful in enabling us to replicate the sessions in our district. Thank you!”

Katie Hawley :: Teacher
Looking to the Future
IDAHO LEADS HAS MOVED
PUBLIC EDUCATION IN THE GEM
STATE FORWARD. NOW IS THE
TIME TO SET OUR SITES HIGHER,
EXPECT SUCCESS, AND PRESS ON.

Challenges and Opportunities

Participants in Idaho Leads increased the leadership capacity needed to equip Idaho classrooms for 21st Century Learning; however, much work remains to be done to bring about a large-scale transformation of Idaho’s public education system.

How will a large-scale transformation occur? It takes leadership.

- Leaders must view their system’s core purpose as preparing all students to solve complex problems, work collaboratively with others, and engage in intellectually rigorous post-secondary education or training.
- Leaders must ensure the core purpose is the foundation of their systems’ strategic plans, vision statements, curricula, instructional guidelines, and use of technology, as well as teacher and administrator evaluations.
- Leaders must work to make the core purpose a concrete reality that permeates the district. It must be understood and articulated by everyone in the system.

Survey data shows that these changes have not yet been fully realized in many Idaho Leads districts and charter schools. Additionally, though beliefs about the place of technology in the classroom appear to be changing, recent data indicates that across the Idaho Leads learning community, technology has yet to be meaningfully tied to deep learning outcomes such as critical thinking, collaboration, communication, and creativity. Nonetheless, there is room for optimism — the data also shows an overwhelming majority of Idaho Leads teachers want to learn more about effective use of technology to boost student learning.

Challenges and Opportunities